



NEWSLETTER

Foundation for Critical Thinking

www.criticalthinking.org

**DECEMBER
2009**

Professional Development at Your Institution

In our continuing pursuit to bring critical thinking to all levels of education, we reach out to institutions and organizations across the country and beyond. One important vehicle for this is professional development programs. For the Fall 2009 semester we have conducted the following workshops:

- **Georgia Military College**, Socratic Questioning: Formulating and Asking Questions utilizing Tools of Critical Thinking
- **Nebraska Wesleyan University**, Critical Thinking and Instructional Strategies
- **Doane College**, Integrating Critical Thinking into Instruction.
- **NorthWest Organization of Nurse Executives**, Leadership Through Critical Thinking: Finding Our Way in an Increasingly Complex World
- **Ascension Christian High School**, Foundations of Critical Thinking
- **Temecula Preparatory School**, Foundations of Critical Thinking and Instructional Strategies

Announcing the 30th International Conference on Critical Thinking

Mark your calendars now for the 30th Annual International Conference on Critical Thinking and Education Reform. It will be held July 19-22 (preconference, July 17-18) at the Claremont Resort in Berkeley, CA. Our conference is the world's longest running conference on critical thinking. The 30th conference will mark three decades of work toward the cultivation of critical societies.

The conference theme is "How to Teach Students to Master Content by Developing a Questioning Mind." Session choices and registration will open soon.

Watch your email for conference updates.

Spring 2010 Workshops in Critical Thinking

March 20 - 21, 2009

- **KIPP Foundation**, Critical Thinking and the Process of Assessment
- **Bemidji State University**, The Concept of Critical Thinking and Instructional Strategies
- **Lee College**, Motivation for Critical Thinking; Critical and Creative Thinking Assignments
- **Hawaii State Department of Education**, Foundations of Critical Thinking
- **Von Steuben Metropolitan Science Center**, Foundations and Classroom Strategies
- **Haddonfield Public Schools**, Introduction to Critical Thinking and Instructional Strategies
- **Hawaii State Department of Education**, Foundations of Critical Thinking
- **Western Kentucky University**, WKU Critical Thinking Scholars Initiative
- **West Kentucky Community and Technical College**, Foundations of Critical Thinking, Competency
- **Salisbury University**, Foundations of Critical Thinking
- **Chesapeake Campus** – Tidewater Community College, Introduction to Critical Thinking and Teaching it Across the Curriculum
- **South Texas College**, Foundations of Critical Thinking

To learn more about our long-term development programs, please read about our [professional development opportunities](#).

Fostering Critical Thinking in Instruction...

Encourage students to think of content as a form of thinking. For example, encourage students to recognize that the key to history (as a body of content) is historical thinking; the key to biology is biological thinking, etc. Discuss the purposes that define the field of study – “Biologists have the following aims:...”. Name and explain

Berkeley, CA

Make plans now to attend one of our Spring Workshops in Critical Thinking. These workshops will cover fundamental critical thinking concepts and principles, in addition to practical applications and methods for bringing critical thinking into the classroom.

Choose one of the following workshops:

- **Integrating a Comprehensive Understanding of Critical Thinking into Effective Design for Teaching and Learning Academic Content**
- **Placing a Robust Framework for Critical Thinking At the Heart Of Your Institution’s Mission, Accreditation or Reaccreditation Process**
- **Approaching Students as Thinkers; Cultivating the Intellect**

[Click for More Information on rates or to Register Online!](#)

some of the kinds of questions, problems, and issues that people in the field answer, solve, or resolve. Give examples of the ways in which data is collected in the field and of the ways those data are processed (the inferences or conclusions professionals come to). Discuss the point of view or perspective the field fosters or entails. How do biologists look at the world (or at the data they collect)? How do anthropologists? How do artists? Nurses? Lawyers? Doctors?

There is a particular set of performances we are striving for in teaching any body of content. We want basic concepts to be internalized. We want students to leave our classes with the content of the course available to them in their minds, so they can actually use the content they learned in the “real” world. Thinking is the only vehicle for that internalization and use. When students think poorly while learning, they learn poorly. When they think well while learning, they learn well.

“Every act of conscious learning requires the willingness to suffer an injury to one’s self-esteem. That is why young children, before they are aware of their own self-importance, learn so easily.”

~ Thomas Szasz

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